

**TEACHERS' PERCEPTION OF MOTIVATIONAL FACTORS
THAT AFFECT THEIR PERFORMANCE IN KIGARAMA
SUB-COUNTY SECONDARY SCHOOLS
BUSHENYI DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF
EDUCATION IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A
DIPLOMA IN SCIENCE WITH
EDUCATION KAMPALA
INTERNATIONAL
UNIVERSITY**

AUG 2009

DEDICATION

This Book is dedicated to my guardian Dr. Nuwe John Bosco who denied himself good life and provided me with all the material and financial support.

ACKNOWLEDGEMENT

I would like to acknowledge the advice, guidance, support and encouragement extended to me during the course of my research.

My gratitude is extended first and foremost to my supervisor Mr. Muhwezi Joseph for the patient and unrelenting dedication given to me throughout the course of this book.

To my guardians Dr. Nuwe John Bosco and his wife Mrs. Nuwe Mauda who have sacrificed a lot and spared nothing in my education and gave me financial support whenever it was needed especially during my stay at the University.

To the other family members for the kind you have shown and prayers given to me; namely, John Paul, Immaculate, Josephine, Elizabeth and John Baptist.

To my Biological parents Mr. and Mrs Kariyo Bonefence who sacrificed themselves in upbringing me from my childhood

To my friends for all the encouragement and company you have kept in me and all the fun that we have had most especially Victor, Lazarus, Ruto, Edwin, Phionah and Touray

DECLARATION

I Mujuni Deus Black do hereby declare that the following research is an original Dissertation and where other texts have been used, it is clearly indicated.

That the work presented in the dissertation has not been presented for any other diploma in any other University.

Signed



Date



MUJUNI DEUS BLACK

APPROVAL

I affirm that the above declaration is true to the best of my knowledge and belief and that the dissertation has been duly signed by me in accordance with the Faculty of Education.

Signed

A handwritten signature in blue ink, appearing to read "Muhwezi", written over a dotted line.

Date

A handwritten date "5/8/2009" in blue ink, written over a dotted line.

MUHWEZI JOSEPH

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ABBREVIATIONS

Bn	Billion
ESA	Education Standards Agency
MOE	Ministry Of Education and Sports
MUK	Makerere University Kampala
UK	United Kingdom
Ltd	Limited
NRM	National Resistance Movement
MOFPED	Ministry of Finance Planning and Economic Development
BA/Educ	Bachelor of Arts with Education
BS/Euc	Bachelor of Science with Education
G.T	Graduate Teacher

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CHAPTER ONE

1.0 INTRODUCTION

There seems to be controversy as to what really motivates a teacher.

Different teachers tend to have preference for different motivational factors and thereby perceive them as being motivational to their performance. This is because we all differ in our interests and understanding and therefore react differently on different aspects. While one teacher prefers being given a house, another one prefers recognition and appreciation instead, thus making it difficult to understand what really motivates a teacher to perform well (Wandira).

This study looked at the issue of payment of allowances, provision of housing facilities, involvement in decision making, and appreciation of the teachers work as motivational factors that affect teacher's performance.

In his budget speech of 2002/2003, the minister of planning and economic development indicated that government was providing 17bn to implement pay reform strategy and therefore further significant salary for critical managers and professionals. Therefore raising a question to what will really motivate the teacher for better performance.

Because of the difficulty to understand what motivates the teachers, the study therefore thought to find out how teachers perceived the above motivational factors in affecting their performance. There was a need to establish whether there is a difference in perception in relation to gender, level of education or being attached to a day or boarding school.

1.1 BACKGROUND OF THE STUDY

Today, the world over, the performance of any organisation hinges on its people who perform the work. In a school setting, the performance of the school lies more on its teachers who are the most vital human resources. The study of human resource management emphasizes the importance of the worker as regards the performance of

any organisation. The employee is highly valued asset in an organisation and because of this; he/she has to be motivated for better performance (Bhambra). It is believed that employees have greater potential than what they exhibit. It is therefore up to the employees to maximise their potentials for the purposes of good performance which can be enhanced through motivation of the employee. In a school, a teacher has to be motivated for his/her better performance.

The education system that we have in Uganda today was adapted from the colonial masters, the British. Africans had their own indigenous education that emphasized morals and socialization. This system of education was provided by elders who were supposed to guide the society on what was good or bad.

Wandira (1971) observes that the role of the elders was to safeguard the *dos and don'ts of society* and they had to be men and women of respect on account of age and wisdom. The Whiteman referred to this type of education as informal and therefore introduced formal education now meant that education was supposed to be received from organised places like the school, classrooms plus training and employment of teachers. The teachers had to be employed and facilitated for better performance. The facilitation meant payment of salaries and provision of facilities like houses, text books, which aid their performance.

During the colonial days, there were very few salaried jobs within the Africans and the teacher was securely better off as Tiberondwa (1975) observes that economically the teacher was better off than the majority of his /her neighbours. He/she was blessed with a regular income while the majority hardly had any. During this time teachers were few and after independence there was shortage of teachers prompting government to give way to licensed teachers. This was the group of individuals not qualified in the field of teaching but were taken on to teach because of the shortage of teachers. This practice has continued. Because of this regular payment the teacher was motivated and therefore, performed his/her duties well.

Teachers' performance has been the subject of concern since the colonial days. Teachers work was monitored and they had to be of good character.

After independence there was still a need to overcome teachers' performance. In order to ensure this, the code of conduct was introduced as Tiberondwa (1975) writes that, because of the need to preserve the teaching profession, the past independence government introduced the teachers condition of service rules in 1962 to help in checking teachers behaviour and therefore performance. The inspectorate section was also set to oversee teachers' performance and the general school performance.

In order to improve on teachers' performance in the early days, there were elements of teachers' motivation. Motivation is concerned with the way of influencing people to behave in particular manner. One who is motivated performs better. As the way of motivation, teachers were provided with homes. The provision of homes continues to be done but still raising questions as to what really motivates the teacher to good performance.

The teachers work is very demanding unlike other professions. While studying teachers' dropout in secondary schools, Kamuhanda (1976) observes that, teacher's unfavourable position accentuated by his/her working conditions. By the end of his/her work, the teacher is almost on duty 24 hours a day. He/she has to prepare lessons, mark large number of books and lead extra curricular activities while contrary on many office workers are not burdened. This therefore puts a teacher in a very difficult post in terms of work requiring motivation for his/her better performance.

By 1990, the world trade had started changing and emphasized deregulation of trade as governments were discouraged to disengage from doing business. In Uganda, the NRM government liberalised the economy. The policy liberalization encouraged individuals to set up their own schools. Today there are a big number of private schools in the country and Kigarama sub-county in particular. The establishment of many private schools has created a lot of competition among schools in terms of

motivation and therefore a difference in what is seen as motivational to the better performance of the teacher.

1.2 STATEMENT OF THE PROBLEM

In Kigarama Sub-County, there seemed to be a difference in the way teachers perceived motivational factors that affect their performance. Various categories of teachers appear to have developed different attitude towards motivation in form of payment of allowances, provision of housing facilities, and involvement in decision making, appreciation and recognition at work being motivational to their performance. Could this difference be as a result of differences in qualification, gender or being attached to a boarding or day school? The central thread of the argument rotates around the issue of what really motivates the teacher to good performance. What teachers see as motivational factors to their performance is not well known. The researcher therefore thought to find out what the teachers thought as motivational in affecting performance.

1.3 OBJECTIVES OF THE STUDY

It was upon that background that the researcher intended to carry out a study on what really motivates teachers in Secondary Schools in Kigarama Sub-County.

1.3.1 General Objective.

Various scholars have attached such difference to be as a result of differences in teachers levels of qualifications, gender or being in a boarding or day school that differ in attractive incentives (Wandira.A 1971).

1.3.2 Specific Objectives

To examine how teachers in relation to their education levels perceive the payment of allowances as a motivational factor in influencing performance.

To assess how teachers according to gender perceive housing as a motivational factor affecting their performance.

To examine how teachers in day and boarding schools perceive involvement in decision making as a motivational factor affecting their performance.

To establish how teachers according to gender perceive recognition and appreciation as a motivational factor influencing their performance.

1.4 SIGNIFICANCE OF THE STUDY

The study will be significant in a number of ways;

The study will help the administration and teachers to work hand in hand for the success of the school, through motivation to enforce academic performance. Policy makers on education and government will also benefit from this study. The generated ideas by the study will assist them when making policies directed to the motivation control of teachers at work.

Teachers will also benefit from this study since they will be aware of the factors that motivate their performance.

1.5 RESEARCH QUESTIONS

- 1). Is there differences in the way teachers perceive payment of allowances as a motivational factor in influencing their performance given their levels of education?
- 2). what gender difference exists amongst teachers in perceiving housing as a motivational factor in affecting their performance?
- 3). what difference exists among teachers in day and boarding schools on the issue of involvement in decision making as a motivational factor to teachers performance?
- 4). what gender difference exists among teachers on the issue of recognition and appreciation as a motivational factor to teachers' performance?

1.6 CONTENT AND THE SCOPE

The study was conducted in four Secondary Schools in Kigarama Sub-County. The study seeks to find out how teachers perceive payment of allowances, provision of

housing facilities, recognition and appreciation and involvement in the decision making as motivational factors in affecting teachers' performance in Secondary Schools in Kigarama Sub-County. Specifically, it addressed those factors next to be reviewed. Personal variables of the respondents had been assessed. These included the education level, gender, being attached to a day or boarding school. These variables were vital in moderating factors that influence the relationship between motivation and performance. However, not only does the study looked at investigating the relationship but also describing the perceived state of contribution and neither it required investigating whether the motivational factors were applied equally in the sampled schools.

1.6.1 TIME FLAME

The study covered the period June 2009 to July 2009. This period was chosen because it's when the teachers were asking the government to increase their salaries due to the Global financial crisis being faced by the country. Therefore raising a question as to what really motivates the teacher to better performance.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 INTRODUCTION

In this chapter, literature that concerns major variable in the study was presented. Literature that concerns motivation and performance was therefore looked at. The researcher cited some theories on motivation that were relevant to the subject of motivation and performance. Payment of allowances, recognition and appreciation, involvement in decision making and provision of housing facilities to teachers have been looked at. The chapter also looked at the theoretical framework for the study.

2.1 THEORITICAL FRAMEWORK

The study was about the teachers' perception of the motivational factors that affect their performance. The study was based on the motivational as formulated by Herzberg et.al (1957), in their two factor model which identified what they called *satisfiers and dissatisfies*. They said that the wants of employees are divided into two groups. One revolves around the need to develop in ones occupation, a source of personal growth and therefore *satisfiers* because they all seem to motivate the employee to superior performance and effort. The second group operates as an essential base for the first and is associated with treatment in compensation, working condition and administrative practice which relates to the *dissatisfies* which essentially describe the environment and serves to permit job dissatisfaction while having little effect on possible job attitudes. Therefore Herzberg underpins the proposition that reward systems should be provided for both financial and non-financial rewards and relating to the study a teacher finds out what really motivates him/her to better performance.

The theory was used in job design and enrichment. In job design, it is used in analysis to what work needs to be done in order to provide maximum degree of intrinsic motivation. Under this, there is job enrichment, job enlargement and job rotation of which one intended to bring about intrinsic motivation.

Hertzberg two factor theory has been criticised on the grounds that it was drawn from a small specialized sample and that there is no evidence to suggest that the satisfiers improve productivity.

However, Hertzberg two factor theory has some strength. It is agreed that the theory is based on real life other than academic abstraction and that it also fits in the ideas of Maslow (1954) in its emphasis on the positive values on the intrinsic motivating factors.

Hertzberg (1966), through the hygiene theory investigated the question “what do people want from their jobs”? He concluded that the replies given when people feel good about their jobs are significantly different from the replies given when they are bad.

Such characteristics company, rotary, salary, administration, supervision were categorized as hygiene factors. When they are satisfactorily maintained, people will not be dissatisfied and neither will they be satisfied. He suggested emphasizing achievement, recognition, responsibility, growth and advancement. These are the characteristics that people will find intrinsically rewarding and will cause motivation. In this study, therefore the researcher intended to find out what really motivates the teacher to better performance given that the employees are different by Hertzberg.

2.1.1 Teacher performance

Teachers’ performance has been a matter of concern in Uganda since the colonial times and even when the country acquired her independence. Teachers work was monitored for better performance and they had to be of good character. After the country acquired her independence in 1962, a teachers code of conduct was introduced in the country intended to check on teachers’ behaviour and their performance.

The teachers’ performance is described in terms of qualitative and quantitative indicators. Qualitatively, the performance of the teacher looks at the performance of his students as Odden and Kelly (2002) argue that there is a casual link between the quality of teaching and the level of student outcome. Higher students score indicates good teacher performance. Reviewing lesson plans and classroom records is another

quality. One of the demands by ESA in Uganda is that the teacher should have made enough preparation in terms of lesson plans to enable effective teaching.

The teacher can also be evaluated quantitatively on how well is able to control the class. This is very vital and a teacher who fails to do this will not deliver well. Tiberondwa (1975) argues that classroom control is very important in teaching. He continues to argue that teachers who manage their classes very well are to transmit knowledge easier than those who fail to manage their classes which causes poor student performance. Good delivery of subject content is very important and teachers who do not master the subject do not normally do well. There is a compelling professional judgement that good teachers must know the subject they teach (Tiberondwa 1975).

While there are qualitative indicators, there are also quantitative indicators of teachers' performance. The quantitative indicator appears to be more straight forward than qualitative ones and therefore easier to understand and measure.

One of the quantitative indicators of teachers' performance is the number of students a teacher is able to pass at any level of education. Odden and Kelly (2002) argues that there is no doubt that the performance of the teacher will be judged by the number of students that he/she is able to pass at the time of exams. They continue to say that this when we shall judge that the teacher has taught.

The number of lessons is also a quantitative indicator of teacher performance. ESA in Uganda expects a teacher to teach 24 lessons at O' level and 18 at A' level. The MOE will transfer a teacher who has fewer lessons to a school where he can get the required number of lessons. In some schools, there is performance related pay and one with more lessons is seen to have worked harder than others and therefore gets more pay.

Increased tests and scripts marked is a good quantitative indicator of teachers' performance. In performance based reward system, teachers who give students more tests tend to earn more in terms of marking allowances.

2.1.2 Theories on performance

Baxall and Parcell (2003), indicate that performance is a junction of ability, motivation and opportunity. The theory says that people will perform when they are able to do so (they can do the job because they have necessary skills and abilities). They continue to say that individuals will perform when they are motivated to do so. (They will do the job because they want to and are adequately satisfied). Individuals will also perform well if their working environment provides necessary support and avenues for expression; for example functioning technology and the opportunity to be heard when problems occur.

2.1.3 Payment of allowances and motivation

The instrumentality theory based on the writing of Taylor (1911) says, instrumentality is a belief that if we do one thing, it will lead to another. In its crudest form, instrumentality theory suggests that people only work for money. Pay as a motivating factor has no intrinsic meaning but it has a significant motivating power because it comes to symbolise so many intangible goals. This pushes a teacher to work harder leading to good teacher performance. What is vital to note is that the theory assumes that better performance to work is as a result of only pay and fails to recognise other factors like the relationship between management and the workers or between the workers themselves which can hinder performance. It does not tell us the category of workers interested in pay.

Armstrong (1995), in his critique about the instrumentality theory indicates how it fails to appreciate the fact that formal control systems can be seriously affected by the informal relationships existing between workers. Therefore pay is not the only motivational factor at work; there are equally other human resources that are important at fostering performance at work.

Porter and Lawler (1968) developed the idea and suggested that there are two factors determining the efforts people put into their jobs. They explain the first one as value of the reward to the individual is so far they satisfy their needs for security, social, esteem, autonomy and self actualization. Secondly, the probability that the reward

depends on effort as perceived by the individual. This therefore means that the greater the value of a set of rewards, the higher the probability that receiving each of the rewards depend upon effort, and therefore the greater the effort that will be put in a given situation. While Porter and Lawler (1968) emphasize effort, the ability or capacity to handle a given situation should not be forgotten. However, much as the individual is motivated to put in more effort and one does not have the ability to do so, then there will be no good performance. A teacher who is not qualified can not do a great job however much he is motivated.

2.1.4 PROVISION OF HOUSING AND MOTIVATION

The provision of social needs involves housing facilities to teachers as a way of motivation so as to enhance their performance. Maslow and Alderfer (1954), in their motivation theory referred to as “need” or “content” theory, say that unsatisfied needs create tension and a state of disequilibrium. To restore the balance, a goal that will satisfy the need is identified and a behaviour pathway that will lead to the achievement of the goal is selected. All behaviour is therefore motivated by unsatisfied need. What the theory suggests may not apply to all persons because of personality differences. Not a single pathway can lead to the attainment of a given goal and at the time one goal may sacrifice a number of needs. A mere provision of a home to a teacher may motivate one but not the other. This teacher may need a car loan instead. Provision of a house to a female teacher may motivate her but it may not be the basis for motivation to a male teacher.

Maslow (1954) differs from this need theory. According to him when the lower need is satisfied the next higher need becomes dominant and the individual’s attention is tuned to satisfying the higher need. The need for self fulfilment can never be satisfied. It will be difficult for an organisation to a human resource policy that will satisfy each individual.

According to Maslow, man is a wanting animal. Given this, it’s therefore difficult to rely on the need theory. He satisfies the hierarchy of needs as the psychological need for oxygen, water and sex. He highlighted “safety” as the need for protection against danger and deprivation of psychological needs.

Then the “social” aspect which is the need for love, attention and acceptance of belonging to a group. He also highlighted “esteem” as the need to have a stable; firmly based evaluation of oneself and to have the respect of others.

Moslow also highlighted the “self fulfilment” better realities and skills to become what one believes he is capable of becoming. The study therefore ought to establish whether there is a link between provision of sociological needs and performance.

2.1.5 Involvement in decision making and motivation

Lothan and Locke (1979) developed the goal theory in which they said that *motivation and performance are higher when the individuals have set specific goals, when goals are difficult but accepted and when there is a feedback on performance.* The theory suggests that employees and employers should participate in social setting *and difficult goals agreed upon.* Such therefore, is a good working condition which enhances employer performance. The feedback is vital in maintaining motivation because teachers need feedback on what they are doing to allow track their *performance in relationship to what is expected of them.* This causes them if necessary to adjust in effort which results into good performance. This therefore adds to the involvement of teachers in day to day running of the school as a good working condition.

Leigh (1983) characterizes the decision making process as involving, and continues to say that *it is a continuous shifting of alternative courses of action until the final choice and the best is selected for implementation.* However this theory is not clear in explaining motivation, could this be related to the environment which one works? Secondly, *mans acceptance of the goals is not enough to enhance performance, there must be commitment to the goal.*

Ezra and Zidon (1984), actually emphasize the fact that there should be acceptance of *and commitment to the goal.* The goal theory does not take into consideration the real support of those involved and does not ensure that head teachers are aware of the significance of the process of agreement, reinforcement and feedback which requires

good management skills that they may not have. Therefore, involvement alone is not enough to foster performance.

2.1.6 Recognition/appreciation and performance

Hertzberg et..al (1957), in their two factor model, identified what they called satisfiers and dissatisfies. They say, the “wants” of employees are divided into two groups. One group revolves around the need to develop in ones occupation a source of personal growth. The second one operates as an essential base for the first and is associated with fair treatment in compensation, supervision, working condition and administrative practices. This therefore calls for recognition and appreciation of the teacher in order to enhance the teacher performance. Satisfiers or motivators are seen to be good human motivating practices and effort. The dissatisfiers essentially describe the environment and senses to prevent job dissatisfaction while having little effect on possible job attitudes.

Hertzberg (1957) serves to not have been explicit because developing in ones occupation is much wider. For example, the case of promotion is part of recognition but it may not be the final motivating factor to an individual for better performance. In fact if promotion is not accompanied with increase in pay, it will be a bad human motivating practice and therefore a dissatisfier or cause for poor performance. By providing lunch and breakfast as a good working condition may not be enough to motivate the teacher. The teacher may have other psychological problems that will hinder his performance like being worried of an eviction because of failure to pay his or her rent on time. Also Hertzberg does not tell us the category of employees this relates to.

2.2 Relationships between motivation and performance

Modern trends in education reveal that teachers’ motivation has an impact on the performance of a school. Harisson (1997) supports this view when he says that improving workers social environment and their intrinsic motivation (motivation to do with the new life of an individual) would bring with it high levels of morale and commitment and thereby lead to improved productivity.

Ssekikubo (1998) defines performance as the action or behaviour relevant to the organisation goals. It therefore includes behaviour and activities required to accomplish organisation goals. In the changing environment as the state moves away from being the single provider of education, for any school to cope with the changing standards it has to motivate its teachers for better performance. With the recent increase in teachers' salary especially in government aided (primary) schools, teachers' motivation seems to have remained low. In his budget speech of 2002/2003, the minister of finance Hon. Gerald Ssendaula tends to confirm this when he was providing 17 bn to implement pay reform strategy for the second year and therefore provide further significant salary increments for critical managers and professionals. The salary increment therefore was meant to motivate teachers.

Motivation and performance have been linked by writers. While providing ways of civil services reform in Uganda, Kyarimpa (1996) says, effective customer service delivery largely depends on the morale of workers and their ability to maintain customer confidence. Building a working team requires a positive response to the needs of all employees who provide the service. Teachers performance is affected by a number of factors but how are these factors perceived by teachers to the motivation of their performance is sleek.

Ntukamazima (1996) suggests ways of civil service reform in Tanzania when he says; *pay reform is a very critical element of the civil service reform program in Tanzania.* The civil servants low level of salaries and wages are known to have contributed to the decline in morale ethics, discipline and productivity. Employee motivation therefore is an important aspect of productivity in any organisation. Motivation includes giving teachers the pay that is commensurate to the effort he/she is putting to ensure that students pass. If the teacher is well paid he/she is motivated to create more *time and attend to students which enhance students' performance.* Pay is a motivating power which symbolizes many intangible goals. This pushes the teacher to work more hard thus influencing his performance.

According to Burkload etal (1967), educational product is the output of the system measured in terms of skills and attitudes transmitted to students. The production is increased one time if this product rises in relation to inputs. Hence, the output or

outcomes are as a result of the teachers input. The input referred to is the teaching and the outcome is the student academic performance.

In education system, human resource include; professional teachers, the support staff and non teaching staff. The material resources include; money, buildings and the scholastic materials, which material resources are necessary but are not sufficient factors for excellent teacher performance. Both inputs and human materials are essential. For better performance of human input, it has to be motivated. There is therefore need to motivate a teacher in order to stimulate him/her to good performance.

2.3 FACTORS MODERATING THE INFLUENCE OF MOTIVATION ON PERFORMANCE

The commitment of the teacher to his/her job and to see that student's pass is important in the performance of teachers. Bhambra (1999) emphasizes employee commitment when he says; another human resource management performance is organisational commitment. Employees meant loyal employees who are committed to the organisational goals, philosophy and mission. If this is not the case overall organisational effectiveness is reduced. This therefore suggests that employee commitment to the organisation is vital to enhance performance of an individual in an organisation. In a school setting a teacher has to be committed to his/her work in order to perform well. Bhambra continues to clarify that employee commitment can be looked at in the following ways; a strong belief in and acceptance of organisation goals, willingness to exert considerable effort on behalf of the organisation and a strong desire to maintain membership.

However, this kind of arrangement represents something beyond loyalty to the organisation. It involves an active relationship with organisation that encourages employees to give in a lot of their time to in order to contribute to the organisation wellbeing and their performance. This kind of arrangement is not easy to attain in an organisation because few people are willing to have such a commitment. In a school setting it is difficult to have such a setting without good leadership in plan and it is difficult to find people with shared values.

2.3.1 Leadership at school

For better performance of an individual or organisation, leadership is a central theme. Drucker (2001) defines leadership as the lifting of mans vision to higher sights. The raising of mans performance to higher standards and the building of his personality beyond limitations. He continues to say that the foundation of effective leadership is thinking through the organisation mission, defining it and establishing it clearly and visibly. He also says that leaders set the goals, priorities and they set and maintain standards. This is the vital role of the school head teacher in order for teachers to perform well.

Biswanath (2000) emphasizes the importance of leadership in an organisation when he argues that to get things done teachers must apply leadership in the school. Teamwork is essential for the realisation of school goals but head teachers must influence the team for work accomplishment through leadership. Authority alone can not generate favourable attitude for improved performance. It is therefore thought that when good leadership is provided by the head teacher, the teachers will perform well. The assumption here is that management can provide the leadership acquired. Leadership is a will which must provide the lead of directing the activities of a teacher for him/her to perform well and the head teacher must accept full responsibility in all situations.

2.3.2 Communication at school

Working for better performance requires that the communication be present. The term communication is derived from the Latin word “communis” meaning common. Thus when we communicate we are trying to establish a commonness of ideas with someone. Communication is an important school function that at times when not in place explains the poor performance of teachers and the school.

Cluster (1930), defines communication as a vital dynamic of organisation (school) behaviour. He was convinced that communication is a major shaping force in an organisation and that effective communication is absolutely an important factor for effective performance in a school.

Biswanath (2001) says that effective communication is a prerequisite for attainment of organisational goals. No organisation, no group can exist without communication because coordination of work becomes impossible and hence the school will collapse for lack of communication. In the school, if teachers are to perform well, there must be communication. It is important for the management of the school to communicate what it wishes to accomplish in various tasks which the school has to undertake. This will be a good practice that improves performance of teachers. The head teacher should have this skill and should be able to analyse and interpret the information such that teachers receive it. Otherwise communication alone as a factor is not enough for performance improvement.

2.4 SUMMARY

In this chapter, literature was reviewed and in the context of the objectives of the study, gaps were identified which this study looked at. Teacher perception of motivational factors that affect their performance is the crucial area that this study looked at as in line with the objectives of the study.

The researcher intended to examine how different categories of teachers in relation to their education levels, perceive the payment of allowances influence their performance. There was a need to observe how teachers according to gender perceive the provision of housing facilities as a motivational factor in affecting their performance. Given that man is a wanting animal, does provision of housing facilities enhance the performance of the teacher?

There was also a need to examine how teachers in partially day and those in boarding schools perceive involvement in decision making as a motivational factor in influencing their performance. Another need was also meant to establish how teachers according to gender' perceive recognition and appreciation in influencing their performance. Does this recognition necessarily motivate the teacher to effectively deal with his/her work?

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter presents the methods through which data was collected and analysed. The chapter therefore presents the research design, the area in which the study was carried out, the population studied, the sample size and sampling techniques/procedure used. It also looked at the instruments and methods that were used in data collection, its management and analysis.

3.1 RESEARCH DESIGN

The researcher used descriptive systematic survey research design. Qualitative data was collected constituting of responses from the interviewee and open ended questions. The design was found suitable basing on Khothari (2001) who says that it is good when looking for opinions held about an idea from many people. The design was therefore found suitable to seek for opinions held by teachers on how they feel that are motivated to perform better. The research expected to include both aspects of qualitative and quantitative aspects of data collection. This was because it involves knowing the number of respondents' therefore quantitative aspect, while some responses that were not statistical required the qualitative aspect in interpretation. The study did not require investigating the relationship but rather described the perceived state of the contribution of the motivational factors to performance of the teachers.

3.2 AREA OF STUDY

The research was conducted in Kigarama sub-county, Sheema County, Sheema North Constituency Bushenyi District. Kigarama is one of the six sub-counties in Sheema County that includes Kyangyenyi, Kabwohe town council and Kagango (In Sheema North), Kitagata, Shuuku and Bugongi (In Sheema South). The sub-county has an area of 132sqKM and borders Kashari (Mbarara) in the East, Buhweju County

(Bushenyi) in the North, Kyangyenyi sub-county in the West and Kagango sub-county in the South. The census report 2002 reveals that the area has a population of 35846 (Thirty-five thousand eight hundred forty-six) people, 19753 (Nineteen thousand seven hundred fifty-three) females and 16093 males. The researcher undertook the study in this area because it is where he comes from and teaches and therefore had easy access to the area.

3.3 STUDY POPULATION

Kigarama sub-county has a total teacher population of 565; bearing in mind that one teacher may teach in more than one school. From the five (5) secondary schools to be studied, there was a total teacher population of 152 teachers as indicated below.

NAME SCHOOL	NUMBER OF TEACHERS
Bugarama High School	21
Masheruka Girls SSS	52
Sheema High School	15
St. Johns SS (Nyabwina)	48
TYE SSS	16
TOTAL	152

Table.1 Study schools with the number of teachers.

There are a total of five (5) secondary schools in the sub-county. There were many stakeholders that could be included in this study and students were one of them but because of lack of resources the researcher resorted to teachers. Although this could lead to bias, this bias was removed by collaborating the data from teachers with that of the head teachers and members of the focus group.

3.4 SAMPLE SIZE

The head teachers of five (5) secondary schools were purposively adopted for interview because their schools were selected for the study. Five schools were selected as Bailey (1982) says that for small population 20% is normally enough. The researcher is aware that 20% is one school but because the schools are near each other

and the cost would even be the same hence decided to select all. Because there was the aspect of partially day and boarding schools, two schools were chosen in each category to have a balanced judgement. Given the total number of teachers in five schools 152, 20% of it as argued by Bailey (1982) that, it is good for a small population would give thirty (30) teachers, but the researcher chose fifty (50) teachers with an average of ten (10) teachers from each school given a questionnaire to answer due to lack of resources and time. There were twenty-six retired teachers but only five (5) were considered enough for the focus group. The sub-county education officer was interviewed and was purposely selected because he was the area in-charge of education.

3.5 SAMPLING PROCEDURE

The researcher used stratified random sampling in choosing the schools. This type of sampling respects the categories that were available in the population. The aspect of partially day and boarding schools was important in answering one of the questions; the schools were listed on a separate sheet of paper. There was three (3) partially day and two (2) boarding schools in the sub-county. From each category two schools were chosen. The names of the schools were written on pieces of papers and placed in a box and two schools randomly selected. The number from each category was considered enough given the time and resources available, and this was done for each category.

Using the simple random sampling which according to Ssekarama (2000) has the least bias, ten teachers were given questionnaires to answer. For each school, the teachers' names and gender were written on a piece of paper and then placed in a box with equal opportunity of being selected; ten teachers were chosen.

Using the technique of purposive sampling, six (6) retired teachers were chosen from the focus group discussion because they are knowledgeable about the teaching profession and therefore have ideas on how teachers can be motivated. In the retired teachers, two female and four male teachers were interviewed.

The sub-county education officer was purposely selected because he is the head of education at the sub-county level from which valuable information is sought. Therefore, a total of sixty-two (62) respondents were adopted in this study.

3.6 DATA COLLECTION

The data collection methods used in this study includes the following;

3.6.1 Interviewing

This involved interviewing of the head teacher and the area education officer in which an interview schedule was drawn. The head teachers were asked to give their opinion on how motivational factors such as payment of allowances, provision of housing facilities, teachers involvement in decision making and recognition and appreciation of the teacher might affect the teachers performance.

3.6.2 Questionnaires

This involved giving out semi-structured questionnaires to teachers to answer them in writing. These were used because they provide a framework of many people around which the teachers were expected to give their opinions on how they perceived the payment of allowances, provision of housing facilities, involvement in decision making and recognition and appreciation of the teacher as motivational to their performance and what they thought could be better way of motivation. The questionnaires had some open ended questions whose main aim was captured by the predetermined answer options. The questionnaires were also adopted to minimise time and yet, get the first hand information from key respondents by answering freely.

3.6.3 Review of documents and records

This included reviewing of teachers' code of conduct. The document shows clearly how the teacher is supposed to conduct his/her work (shows how the teachers work is demanding).

3.6.4 Focus group discussion

This was the discussion with retired teachers to get the feel of what they thought could motivate teachers to perform better. This group was expected to give opinions on motivational factors such as payment of allowances, provision of housing facilities

and involvement of teachers in decision making and recognition and appreciation of the teachers work.

3.7 PRE-TESTING THE METHODS FOR DATA COLLECTION

The instruments for data collection after being shown to the supervisor and gaining approval were tested to ensure their reliability and validity. Comments were incorporated in the final draft.

3.7.1 Pre-testing the questionnaire

The questionnaires were tested on some teachers in some secondary schools so as to streamline any inconsistencies that would otherwise have arisen in structuring the questions. The pre-testing also served to detect any omissions and repetitions so as to establish the reliability and validity of the questionnaire.

3.7.2 Pre-testing the interview schedule

The interview schedule was tested on teachers in five secondary schools under study so as to see if there were any questions on the schedule that was not clear. The inconsistencies were removed to have the interview schedule reliable and valid.

3.7.3 Pre-testing the focus group discussion

The focus group discussion was tested on some retired teachers so as to find out if there was any error. The served to make the questions very clear in order to elicit the required response.

The instruments were also shown to the researchers for comments to assist rephrase some of the questions to enable the discussion elicit the required response in line with the objectives of the study.

3.8 PROCEDURE FOR DATA COLLECTION

The nature of research is that at times, seeking for data is an intrusion in ones privacy; while at times there is sheer reluctance to provide information (Bhambra). With that in mind, respondents were briefed about the aims and significance of the study and its relevance. The researcher also had an introduction letter from the university which served as the first document through which rapport was built so as to gain acceptability by the respondents.

The researcher also approached the administration of these schools in order to get permission to collect data from their school. The questionnaires were distributed from one teacher to another in the school.

A period of five (5) days was allowed to teachers and after which they were collected.

Appointments were fixed in order to interview the head teachers and the sub-county education officer. The researcher reviewed documents and records that had relevance information to the teaching profession and other records from the Ministry Of Education and sports which were seen to be important. Two separate discussions of the focus group were organised in order to avoid dominance of the male sex in the discussions. This assisted both sexes to air out their views freely.

3.9 DATA MANAGEMENT AND ANALYSIS

Both primary and secondary data were used in this study. Primary data was got from the field and secondary data was got from schools, the district planning's office and the ministry of Education and Sports resource centre data bank. Data was easily managed by coding and making sure that unnecessary data was discarded immediately, including the removal of errors. The coding and editing was good for both qualitative and quantitative data. The coding was done in line with the research problem for proper analysis requirements. The researcher made sure that data which rose from interviews was immediately recorded. Data management was to ensure that the researcher concluded with a reliable analysis.

3.9.1 Analysis of qualitative data

Qualitative data was first edited to remove errors and then coded. Coding meant changing words into numbers and coming up with sensible categories based on the objectives of the study.

3.9.2 Analysis of quantitative data

Quantitative data was analysed through tables in which frequencies were shown. This was done by counting the answers, given the options as was indicated by the respondents in the questionnaire with regard to given question. The frequencies were then counted and converted into percentages.

3.9 ANTICIPATED CHALLENGES

The most challenge was the unwillingness by the head teachers and teachers and their inflexibility to provide the information about their perception of motivational factors that affect their performance. But this was rectified by showing them the introduction letter from the University in order to remove bias.

The teachers' responses were not quick to the questionnaire as they had to attend their classes; this affected the process of data collection through delay, and overcame by reminding them regularly.

Another anticipated challenge was some schools even had no proper records of staff which was likely to affect the process of data collection and lack of interest by some teachers also became a remedy. This had to work out using the information available.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND THEIR DISCUSSIONS

4.0 INTRODUCTION

This chapter presents the results from the study that examined teachers' perception of motivational factors that affect their performance. The results will be presented question by question.

4.1 BACKGROUND OF THE FACTORS ABOUT THE STUDY SAMPLE.

In this study the sample included teachers, Head teachers, Sub-County Education Officer and the focus group discussion. While this section has no objectives, bearing to the objectives of the study, it is important for the reader to know the characteristics of the sample although it was not the intention of the researcher to study the effects of the sampled characteristics.

4.1.1 Secondary School Head Teachers

These were the Head Teachers from the five selected Secondary Schools that this study focussed on. These were expected to give profound information on how they motivated their teachers to better performance and their views on the various individual factors. Head Teachers views were therefore important in the analysis of the findings. Table 2 below shows their characteristics.

Table 2. Shows Head Teachers levels of Education.

Level of Education	Frequency	Percentage %
Diploma	1	20
BA/Educ or BS/Educ	2	40
Masters/Educ	2	40
Total	5	100

The statistics reveal that 80% of the Head Teachers who participated in the study were graduates with 40% of them at masters' level. This suggests that these Head Teachers were informed therefore; their views come from an informed point of view, making the information reliable.

4.1.2 Secondary School Teachers

These were principle respondents in this study because the study sought for their opinions on what they thought was motivational to their performance. A total of fifty (50) teachers participated in this study. The responses given by teachers were vital in the analysis of the results. Table 3 below shows their characteristics and gender.

Table 3. Shows teachers gender and age.

Age	Gender		Frequency	Percentage %
	M	F		
25-35	19	6	25	50
36-45	15	5	20	40
46-55	2	1	3	06
56-65	2	0	2	04
Total	38	12	50	100

The above results in table 3 reveal that there were more male teachers than female teachers and that there were more young teachers between the ages of 25 and 35 who constituted 50% of the total respondents. This suggests that the view held was mainly from the young generation which is a very active workforce. The female to male ratio was approximately 2:3 which suggests that the view held was mainly perceived by the male teachers. The Education level of the teachers was also looked at, shown in table 4 below.

Table 4. Teachers levels of Education.

Education level	Frequency	Percentage %
Masters	2	04
BA/BS Educ	28	56
Diploma Educ	15	30
Licensed	5	10
Total	50	100

The results above reveal that there were more graduate teachers in this study. Actually, 56% of the teachers were graduates while others had Masters and diplomas. This suggests that the view attained in this study came from a wide range of educated people who could well make a difference of the various motivational factors.

4.1.3 Focus group discussion.

This was a group consisting of the retired teachers who gave the information on what they thought was more motivational to the teacher. These were six (6) retired teachers. The responses given by them were vital because these people were in the field and therefore had profound knowledge of what would be motivational to the teacher. Table 5 below shows their characteristics in relation to gender.

Table 5. Shows gender representation of the focus group.

Gender	Frequency	Percentage %
Male	4	67
Female	2	33
Total	6	100

There were more male retired teachers than female teachers which suggest that the view as presented by the focus group, more of the male teachers thought than the female teachers. However, the female teachers strongly presented their views. The response rate in the study was good as indicated in table 6 below.

Table 6. Shows the summary of the sampled respondents.

Respondent	Sample size	Response received	Percentage Response %
Head Teachers	5	5	100
Teachers	50	47	94
Focus Group	6	6	100
Education Officer	1	1	100

The overall response rate was 100% (averagely) with the exception of some few teachers who never gave back questionnaires and this gives confidence in the results. The findings are based on the research questions identified earlier in the study. The perception of teachers as to what is motivational to their performance and the indicators thereof are presented in the following discussion.

4.2 PROVISION OF ALLOWANCES AS A MOTIVATIONAL FACTOR

One of the specific objectives of the study was to examine how teachers in relation to their Educational levels perceive the provision of allowances as a motivational factor influencing their performance. The teachers were asked to indicate whether allowances were perceived as motivational or non-motivational to their performance. The response were categorized as those showing “Yes” or “No” and according to the category of the teacher, the results are presented in table 7 below.

Table 7. Shows Teachers’ perception of allowance as a motivational factor to performance.

Teacher qualification	Yes	No	Total	% Yes	% No	Total
Graduate	20	08	28	71	29	100
Masters	02	00	02	100	00	100
Diploma	08	07	15	53	47	100
Licensed	02	03	05	40	60	100

The results in the table show that teachers with degree had higher preference for allowances. This is shown from the fact that 71% of the graduate and 100% of the masters indicated that payment of allowances can greatly motivate teachers to better performance. Teachers with Diplomas and Licensed had a low preference for allowances. Therefore, allowances can influence teachers' performance positively. Head Teacher indicated that providing allowances was more motivational. The general view held by greater percentage of Head Teachers seem to agree with Armstrong (2000) when he says that pay as a motivating factor has no intrinsic meaning but it has a significant motivating power because it comes to symbolize so many intangible goals. Because of this teachers tend to work harder by increasing the lessons taught and exercises they give to students. This extra load earns them some money which improves their life style. The increased exercise given results into improved student test score as one Head Teacher puts it which is a reflection of good teacher performance. The Sub-County Education Officer also believes that paying teachers for any extra work done is the way of motivating the teacher because it provides teacher with money that motivate him to work more harder, increasing the number of lessons taught and exercises given to students. Such therefore is a reflection of good teacher performance.

Members of the focus group agreed that providing allowances was a motivating factor to performance. This agrees with the view held by graduate teachers. Provision of allowance for work done outside the normal school time table enables the teacher to put in more effort because whatever extra work he does is paid for. They further argued that allowances enable the teachers to increase the number of lessons leading to finishing of syllabus in time, an indicator of good performance.

However, it does not necessarily mean that working for long hours and getting more pay will lead to good performance. The resulting findings seem to argue with teachings of Hertzberg (1957) in which he says that the wants of employees are different. This is seen in the perception held by different categories of teachers.

The study also agrees with Vroom (1964) in which he says that ones behaviour is affected by the degree to which one believes the outcomes to be possible. Therefore, where one expects to earn more money for the extra effort he puts in, he will be

motivated to work harder because for any extra work done he receives a reward. In relation to this, Vroom argues that motivation is likely when a clearly perceived relationship exists between motivation and outcome. This explains the difference as to what is motivational to teachers.

The study also agrees with Porter and Lauer (1968) in which people are motivated depending on the value of the reward to the individual. The greater the value of the reward, the more the effort put in. In the study teachers have a view that where money is provided for any extra work done, the greater the effort they put in to earn more money.

4.3 HOUSING FACILITIES AS A MOTIVATIONAL FACTOR

There was a need to assess how teachers according to gender perceive housing as a motivational influencing their performance. Teachers were asked to indicate whether housing was perceived motivational or non-motivational to teachers' performance. The responses were categorized as those showing "Yes" or "No" and according to these categories of teachers as being male or female. The results are shown in table 8 below.

Table 8. Shows Teachers perception of Housing as a motivational factor

Gender	Yes	No	Total	Yes %	No %	Total
Male	27	08	35	77	23	100
Female	05	10	15	33	67	100

The information in the table reveals that male teachers (77%) perceived housing as a motivational factor to teacher performance more than the female teachers. Only 33% of the female teachers perceived housing as a motivational to teacher performance. In an interview held with the Head Teachers 60% of them (three Head Teachers) indicated that providing housing facilities was motivational. One Head teacher argued that providing housing facilities enable the teachers to be at school in time to perform his duties.

Members of the focus group also supported this idea saying that when teachers are provided with houses near the school, they tend to have a settled mind and become committed to their work. Because teachers come nearer they increase on the number of lessons they attend to students which was very common in Boarding than in Day schools. Increased lessons and testing improves learning and eventually improves on student test scores which is a reflection of good teacher performance.

This study contradicts with that of Moslow and Alderfer (1954) because a single goal can not be identified to lead to the attainment of another goal. There are personal differences. The provision of a house may provide satisfaction to a male teacher but not a female one. This difference in acceptance of housing as being motivational relates to the view echoed by the females in the focus group discussion saying that their housing was the duty of their husbands although some of them were interested in it because they were not married. The study reveals that because of this difference in perception to what really motivates the teacher as evidenced above, the wants of the employees are different as suggested by Herzberg (1957).

The result findings agree with the view held by members of the focus group.

While discussing with them, they agreed that male teachers perceived housing as a motivational factor than the female teachers because they were accommodated by their husbands and therefore did not feel the burden of paying rent. However, some female teachers needed houses since they were still single.

When the Head Teachers of the schools under the study were asked as to how they motivate their teachers a cause for good teacher performance, four (4) of them (80) answered that they provided housing facilities to their teachers near the school and therefore believed that this was one of the reasons why they were effective at their work, something that has influenced their performance.

In a questionnaire given to teachers asking them how well they could be motivated, which could make them more effective and therefore affect their performance, 60% indicated that providing them with housing facilities could make them more effective and therefore affect their performance positively.

This view was equally held by the members of the focus group discussion who accepted housing of teachers as a way of motivation.

The area education officer was also of the view that providing housing facilities was a way of motivating teachers to better performance. This reduces the distance which the teacher has to travel come to school. The teacher can afford to leave the school premises even late because he is not worried of moving long distances. The teacher is even able to conduct a night lesson, and therefore finish the syllabus in time. In support of this view, Kretner (1992), says employee morale is one of the, most important ingredients in achieving its goals and objectives. Therefore for a school to be able to perform well, it has to motivate its teachers through the provision of housing facilities.

4.4 INVOLVEMENT IN DECISION MAKING AT SCHOOL

There was a need to examine how teachers in a Day and those in a boarding school perceive involvement in decision making as a motivational factor influencing their performance. In the questionnaire administered to teachers, the teachers were asked to indicate whether they believed involvement in decision making was motivational to their performance. The responses were categorized as those showing “Yes” or “No” and according to the category of belonging to a Day or Boarding school; the results are shown in table 9 below.

Table 9. Shows Teachers perception of involvement in decision making.

School Type	Yes	No	Total	Yes %	No %	Total
Boarding	19	11	30	63	37	100
Day	08	12	20	40	60	100

The study reveals that 63% of the teachers in Boarding schools perceived involvement in decision making as motivational to their performance more than those in Day schools. Involving teachers in decision making in a school setting encompasses consulting them on issues like recruitment of students, drawing academic programs, students dismissal, student punishment, how best they can be motivated, setting corporate goals and when to hold certain activities at school.

On the other hand, 40% of teachers in Day schools perceived involvement in decision making as a motivational factor to their performance. There was therefore a difference in perception of involvement in decision making as motivational to teachers performance. Teachers in Boarding schools tend to perceive it more than those in Day schools. This possibly is due to the fact that teachers in Boarding schools tend to spend most of their time at school and therefore feel that they should be involved more in issues that affect their being at school.

The Head Teachers of the schools under study believed that involvement was one of the factors that improve teachers' performance. One of the Head Teachers put it that involvement allows the teacher to exercise his full potentials; he contributes ideas to school management and becomes active rather than being passive which enables him to engage himself in all activities at school.

While members of the focus group agreed that involvement in decision making would motivate the teacher to good performance, they argued that involvement at time mean more work for which the school management must give a monetary value. Therefore, to them, involvement should have been accompanied with pay in order to elicit the required response for the teachers. One argued for instance, that if you appoint a teacher on the academic committee, it calls for more work for which a monetary value will be required.

The view held by teachers in Boarding schools agrees with Latham and Locke (1979) in which they developed a goal theory and say that motivation and performance are higher when individuals have set specific goals. When goals are difficult but accepted and when there is a feedback on performance. This suggests that employers and employees should participate in goal setting and the difficult goal agreed upon and the feedback is crucial in maintaining motivation. The involvement allows them to set specific goals to which they work to accomplish and the feedback reinforces their performance. When teachers are involved in appropriate decision making process, they are able to reflect on and change their circumstances. They even enjoy being around children, manage their classrooms and even understand their roles in the school. They are able to teach and finish the syllabus in time, are able to meet deadlines and even increase on the number of lessons with children. All these are

reflections of teacher performance. Also the involvement makes them feel part of the school establishment something that motivates them to work harder.

The head Teachers believed that involving teachers in decision making enhances their performance as how teachers can be motivated to better performance. The Sub-County Education Officer believed that involving the teacher in the affairs of the school could enhance on their performance and reduce on the students' strikes. The members of the focus group agreed that involvement of the teachers was very important in enhancing teachers' performance say that when the teachers are involved they tend to be more contributively towards the running of the school. This improves teacher performance.

4.5 RECOGNITION AND APPRECIATION AS A MOTIVATIONAL FACTOR

There was a need to establish how teachers according to gender perceive recognition and appreciation as a motivational factor in influencing their performance. The teachers were asked to indicate where recognition and appreciation were perceived as motivational or non-motivational to performance. The responses were categorized as those saying "Yes" or "No" according to the category of gender. The results are shown in table 10 below.

Table 10. Shows Teachers perception of recognition and Appreciation

Gender	Yes	No	Total	Yes %	NO %	Total
Male	20	15	35	57	43	100
Female	5	10	15	33	67	100

The results shows that 55% of the male teachers perceived recognition and appreciation as a motivational factor compared to only 33% of their counterparts. Recognition and appreciation of the teachers may take many forms such as a letter appreciating ones work, a party to recognise good work done by staff. It could also be a financial or material reward. When such are given to teachers they tend to work

harder. The teacher can increase the number of lessons and tests given to students which result into good student performance, a reflection of good teacher performance.

In a questionnaire administered to teachers, 50% of them accepted being recognised at work in the form of financial and material rewards which they believed influenced their performance.

When the Head Teachers were asked they thought was motivational to teachers' performance, they all indicated that teachers need to be recognised and also appreciated as they perform their duties. They said that if it is done the teachers become more dedicated to work, attend to students and puts in more effort because what he does is recognised by administration. This motivates the teacher to better performance. The Head Teachers indicated that they had provided financial rewards, letters of appreciation and certificates of merit as the way of recognising good performance of the teachers.

The Sub-County Education Officer believed that naturally, man wants to be recognised and therefore believed that teachers needed to be recognised at their work place for better performance. This view was equally held by members of the focus group discussion who believed that recognising the teacher for what he does is very important to enhance his performance. When a teacher is recognised and appreciated at his work, it acts as an impetus to enable him to put in more effort. The teacher sees himself as part of the school which results into improved teacher performance. The result findings agree with that of Herzberg (1966) in which he investigated the question "what do people want from their jobs?" Among the issues, Herzberg emphasized recognition and he says that, this is one of the issues people will find intrinsically rewarding. In support of recognition as a way of raising motivational levels. Denny (1993), writes that motivation requires recognition. Recognition comes in many forms from the peerage to the "thank you letter". It can also be a compliment; a genuine compliment which is a form of recognition. Denny continues to say that there many and varied ways of raising a persons motivational levels and perhaps one of the simplest of all is by utilizing this great expression "catch them doing something right" All Head Teachers will tell staff when they do something wrong but very few

will tell their employees when they do it right. This therefore calls for administrators to recognise and appreciate their juniors.

4.6 FACTORS CONSIDERED MORE MOTIVATIONAL

In the study teachers were asked to which motivational factor was regarded to more of motivational in the period 2008-2009. The results are represented in table 11 below.

Table 11. Shows Teachers perception of motivational factors between 2008 and 2009

Motivational factor	Teacher Response	% Response
Payment of allowances	20	40
Housing Facilities	14	28
Involvement in decision making	09	18
Recognition and Appreciation	07	14
Total	50	100

The results in table 11 indicate that more teachers (40%) perceived the payment of allowances as a motivational factor to performance than other factors. On the other hand, 28% believed housing facilities as being more motivational, while 18% believed in involvement in decision making as motivational to their performance. On recognition and appreciation, only 11% perceived it as being a motivational to their performance.

This means that teachers believe that for them to perform well, payment of allowances for extra work done is a motivational factor.

4.7 SUMMARY

In this study, objectives were achieved and the research was well answered. It was found out that there are differences in the way teacher perceive different motivational

factors in affecting their performance. On the question of allowances as a motivational factor, Graduate teachers perceived them as being motivational more than the Diploma and Licensed teachers. It was found out that in the period 2008-2009, the payment of allowance was considered to be more motivational.

In the study, more male teachers had a preference for housing as a motivational factor than the female teachers. More Head Teachers also perceived Housing as being a motivational factor to teachers' performance. On the issue of involvement in decision making, teachers in Boarding schools had more preference for it as a motivational factor than teachers in Day schools. Recognition and appreciation as a motivational factor to performance was perceived as being motivational more by the male teachers than female teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMENDATIOIS

5.0 INTRODUCTION

The main objective of the study was to examine Teachers perception of motivational factors that affect their performance in secondary schools. The analysis was done in relation to teacher qualification, gender and their affiliation whether to a Boarding school or Day school. Percentages were used to depict this picture. The view of the focus group and that of and that of the Sub-County Education officer including Head Teachers also assisted in drawing conclusions.

5.1 SUMMARY OF FINDINGS OF THE STUDY

5.1.1 Payment of allowances as a motivation factor

The study revealed that teachers perceived differently the issue of allowances in affecting their performance as Graduate Teacher perceived more than Diploma teachers. More of G.T perceived allowances as being more motivational and less of the Dip. Teachers perceived allowances as less motivational. The difference between the two categories was found to be wide.

5.1.2 Provision of Housing facilities as a motivational factor

The findings of the study reveal that male teachers perceived this more than female teachers. Therefore, more of the male teachers' perceived housing as motivational compared to the females.

5.1.3 Involvement in Decision making as a motivational factor

The findings revealed that teachers in Boarding schools perceived it more than teacher in Day schools. This is seen from the responses given by teachers in both categories in which Boarding had preference for involvement in decision as being motivational compared to their counterparts in Day school who thought that it was less motivational.

5.1.4 Recognition and Appreciation as a motivational factor

The study was able to establish male teachers perceived it more than female teachers. This is seen from findings in which more of the teachers had preference for recognition and appreciation as being motivational than females.

5.2 CONCLUSION

The study was set out to examine teachers' perception of motivational factors that affect teachers' performance in secondary schools. Conclusions are presented in respect to the research questions but the general conclusion is that there is a difference in perception of teachers about the motivational factors that affect their performance.

5.2.1 Payment of allowances as a motivational factor

The study revealed that there was a difference in the way teachers perceive payment of allowances as a motivational factor. This is seen from the varied responses given by teachers. Graduate Teachers indicated that allowances were more motivational than the Diploma teachers.

5.2.2 Provision of Housing facilities

The study found out that male teachers perceived Housing more, as a motivational factor that affect their performance than the female teachers. The distinct was explained by the fact that the female teachers could be housed by their husbands and that is why they had less regard for it.

5.2.3 Involvement in decision making

The study established that teachers in Boarding schools perceived involvement in decision making more than teachers in Day schools. This was due to the fact that teachers in Boarding schools tend to be always within the school premises.

5.2.4 Recognition and Appreciation

The study revealed that there was a difference in the way teachers perceived Recognition and Appreciation as a motivational factor. Male teachers perceived Recognition and Appreciation more than female teachers who thought that it was less motivational.

5.3 RECOMMENDATIONS

As evidenced from the study, the researcher strongly recommends that Head Teachers should motivate their teachers depending on what the teacher feels as being motivational. This is seen from findings which show that G.T indicated that allowances were more motivational, the male teachers perceived Housing as more motivational than female teachers, the teachers in Boarding schools perceived involvement in decision making as more motivational and male teachers perceived Recognition and Appreciation as being more motivational than female teachers.

When done according to the need, a response will be elicited.

With increased change in managing the schools, there is a need to rethink the approach to be used. Head Teachers need the required techniques in order to overcome the challenges in schools today. There is a need for training and re-training teachers and Head Teachers to enable them find sound motivation to both students and teachers respectively.

The researcher recommends that various schools adopt payment of allowances for extra services rendered, offer Housing facilities near the school involve teachers in decision making and also recognise and appreciate teachers work.

The government should find a way of assisting private schools by way of paying some teachers. The government may also provide them with scholastic materials so that they can also have minimum of what could be necessary for the performance of teachers and students.

Most of the private schools had no standing libraries and laboratories for science studies. It would be better if the government could come up with a policy on how it can assist private schools.

5.4 SUGGESTIONS

The researcher suggests that further research be done in this area. This study was conducted in Kigarama Sub-County which is a small representation of the whole country. Though there is a degree of confidence with which the

conclusions can be drawn from the results, the focus was narrow. There is a need to consider a study of the same nature carried out for the whole country.

There is a need for further research to be done to find out why there was a response according to levels of education, being in a Day or Boarding school. Why did these factors affect the results?

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APPENDICES

APPENDIX 1

Interview schedule with the sub-county Education Officer.

- i) As the area education officer, how would you rate the performance of teachers in the sub-county? Give reasons for your rating.
- ii) Does your office take any part in teacher motivation? If so, how? Please explain.

- iii) Do you hold the view that there are other factors other than motivation that affect teachers' performance?

- iv) In your own opinion, how do motivational factors like giving allowances, providing housing facilities, the involvement in decision making and recognition and appreciation of the teacher affect teachers' performance?

- v) What recommendations can you have for the better motivation of the teacher?

APPENDIX 2

Interview schedule with the head teacher

- i) How would you comment on the performance of your teachers?

- ii) Do you hold the view that teachers have been well motivated?

- iii) Apart from the basic salary, what else do you offer for your teachers as a way of motivation?

- iv) What is your view about the following in the motivation of a teacher?
 - payment of allowances
 - provision of the housing facilities
 - involvement in decision making
 - recognition and appreciation

Of the factors mentioned in the question above, which one do you think provides more motivation to the teacher?

v) Suggest ways in which the teacher can be motivated to improve his/her performance.

vi) Have you acquired a higher degree in education or a post graduate diploma?

vii) Do you believe that when a teacher is motivated his/her performance will improve in terms of?

-improved student test scores

-increased number of students passing

-increased number of lessons

APPENDIX 3

Questionnaire answered by teachers

Dear Respondent,

You have been selected to answer this set of questions. It is the researchers hope that your ideas and answers will greatly lead to the success of this study and provide relevant information which later be used to improve on teachers performance in secondary schools in Kigarama sub-county Bushenyi District.

Please answer freely and truthfully by filling in the gaps or ticking the most appropriate alternative where applicable. Your response will be taken as confidential.

i) What is your age?

A.25-35 B.35-45 C. 45-55 D.55-above.

ii) Indicate your sex

M. () F. ()

iii) Highest qualifications attained

Masters () BA/BSE Ed () Dip Ed () Licensed ()

Any other, specify

iv) Do you hold the view that you have been motivated at your work? If so, how?
List in the space provided.

.....
.....
.....
.....
.....

v) Do you consider payment of allowances to extra work done as a motivational factor to teacher performance? Tick the appropriate answer below

Yes ()

No ()

If yes, state how and for what extra work has it been paid for.....

.....
.....
.....

vi) Do you consider the provision of housing facilities to the teacher as a motivational factor to teacher performance?

Yes ()

No ()

If yes, state how and in what form has it been provided.....

.....
.....

vii) Do you consider the involvement of teachers in decision making at school a motivational factor to teacher performance?

Yes ()

No ()

If yes, state how and in what way have teachers been involved.....

.....
.....
.....

viii) Recognition and appreciation can motivate a teacher to good performance. Do you agree?

Yes ()

No ()

If yes, how has it been done?

.....
.....
.....
.....
.....

ix) Would you please rank the following motivational factors in order of what you perceive as being more motivational to the least in response to the performance of the teacher between the periods 2008-2009?

_payment of allowances for the extra work done

_provision of housing facilities

_involvement in decision making

_recognition and appreciation

How does the choice in the above question make you more effective and therefore perform excellently at work place (the school)?

.....
.....
.....
.....
.....
.....
.....
.....

x) Suggest way of how a teacher can be motivated to affect his performance positively

.....
.....
.....
.....

Thank you for your response

APPENDIX 4

Interview guide for the focus group

i) How do you rate the performance of teachers in secondary schools in 2008/2009?

ii) What do you set as a contributing factor to your rating?

iii) What in your view are motivational factors to the performance of a teacher?

iv) Of the following motivational factors, which one do you rate as being motivational to the performance of the teacher?

payment of allowance

Provision of housing facilities

involvement in decision making

recognition and appreciation

v) From your experience, in what ways may a teacher be motivated apart from the basic salary?

vi) Do you believe that teachers' motivation leads to?

high student test score

increased number of lessons

improved delivery in classroom

increased number of students passing